

**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

Texas Education Agency

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021**Pathway 3: January 1, 2019 - June 30, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Longview ISD CDN 092903 Vendor ID 75-6001977 ESC 7 DUNS 01047603
Address 1301 E. Young St. City Longview ZIP 75602 Phone 903-381-2200
Primary Contact J. CRAIG COLEMAN Email jccoleman@lisd.org Phone 903-381-2200
Secondary Contact JOEY JONES Email jjones@lisd.org Phone 903-381-2200

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|--|--|
| <input type="checkbox"/> Grant application, guidelines, and instructions | <input type="checkbox"/> Debarment and Suspension Certification |
| <input type="checkbox"/> General Provisions and Assurances | <input type="checkbox"/> Lobbying Certification |
| <input type="checkbox"/> Application-specific Provisions and Assurances | <input type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name James WilcoxTitle SuperintendentEmail jccoleman@lisd.orgPhone 903-381-2251Signature JCWilcoxDate 10/31/2018Grant Writer Name Christi MartinSignature [Signature]Date 10/31/2018☐ Grant writer is an employee of the applicant organization.☒ Grant writer is not an employee of the applicant organization.RFA # 701-18-106 SAS # 277-19**2019-2021 Grown Your Own Grant Program, Cycle 2**

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701-18-106-088

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Longview ISD (LISD) needs to increase teacher retention rate. Almost 20% of LISD teaching staff did not return for the 2018-2019 school year. The continual replacement of teachers is costly and prevents LISD from maintaining experienced staff.	LISD plans to increase teacher retention rates through two primary means: 1) If approved, use the Grow Your Own Grant stipends to offer additional instructional opportunities to teachers through dual-credit Education and Training courses; 2) Provide paraprofessional, instructional aides, and long-term substitute teachers an opportunity to complete a bachelor's degree and/or a teacher certification.
LISD needs to increase teacher diversity to better reflect the student demographics. LISD's student body is 36% African American (AA), 37.7% Hispanic (H); teaching staff totals 32.4% AA and 11.7% H.	LISD aims to launch a comprehensive recruitment of teachers for both Pathways 1 and 2. The recruitment and selection efforts will identify and specifically target AA and H teachers with a master's degree for Pathway 1, and paraprofessionals, instructional aides, and long-term substitute teachers for Pathway 2.
LISD identified the need to create, implement, and grow a dual credit Education and Training program for students that will elevate the perception of the teaching profession and address teacher shortages.	In order to implement and grow a dual credit Education and Training program, LISD will 1) partner with an IHE, 2) recruit/select/support highly-qualified teachers, 3) recruit/support students, 4) evaluate and modify the program to ensure continuous improvement, and 5) plan for sustainability after the grant ends.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

LISD's three-fold SMART goal aligns with the purpose of the Grow Your Own Grant and details the District's overall plan.

- 1) To address teacher shortages and increase teacher retention rates, LISD will select 10 staff to participate in the grant program by March 2019; 2 staff for Pathway 1 and 8 staff for Pathway 2.
- 2) To increase the diversity of the teaching staff to more accurately reflect the student demographics, LISD will place an emphasis on and select 7 minority teachers by March 2019 for participation; 3 staff - African American and 4 staff - Hispanic.
- 3) By May 2021, LISD will elevate the perception of the teaching profession through developing a minimum of two dual credit courses (as outlined in the RFA) at each high school, in partnership with an IHE, and taught by master's-level teachers.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first-quarter benchmark is to recruit and select 10 high-quality, and demographically diverse participants to participate in Pathway 1 and Pathway 2. This benchmark will be assessed using the following performance measures:

- Demographics of teacher participants in relation to the demographics of students to ensure an accurate reflection
- Demographics of paraprofessional participants in relation to the demographics of student to ensure an accurate reflection
- Number of both teachers and paraprofessionals that commit to participation in the GYOG program, thus signing an MOU to indicate commitment to the District
- Placement of dual-credit Education and Training teachers on both high school campuses to ensure an expansion of the Education and Training program throughout the District

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The second-quarter benchmark is to fully develop, and then recruit students to enroll in, the dual-credit Education and Training program. This benchmark will be assessed using the following performance measures:

- Development and completion of a dual-credit course schedule alongside partner IHE
- Number of students enrolled in the Education and Training course on each high school campus for the first semester in relation to the total number of students enrolled at each high school
- Demographics and class rank of students enrolled in the Education and Training course on each high school campus
- Number and demographics of students committing to participate in at least one CTSO activity or event for the first grant year

Third-Quarter Benchmark

The third-quarter benchmark is to assess the success of the progress made throughout the first semester in both the Education and Training program, as well as with the teacher & paraprofessional participants, using the following measures:

- Attendance and grades from coursework completed by teacher/paraprofessional participants to ensure all participants are on track to complete with the allotted graduation time frame
- TEA-developed survey results, and the percent of completion from participant groups (participating teachers, students, campus principals, and campus counselors)
- Number of students who participated in one semester of the Education and Training program who have enrolled in a second semester or plan to enroll as education majors or pursue careers in education (measured by enrollment and survey)

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project evaluation data will be collected, assessed, and processed for any identified problem areas, by a collaboration of Longview ISD departments to allow thorough and experienced assessments that are made from all areas of expertise. The data used for ongoing evaluation will include: meetings, demographic reports, email communication, surveys, course completion and success, attendance and enrollment rates, and face-to-face feedback opportunities. To ensure alignment with the above benchmarks, as well as the SMART goals, project evaluation data will be gathered and assessed each quarter, providing the opportunity for any modifications to take place immediately after being identified. Specific data that will be gathered and assessed include, but is not limited to:

- Attendance of students through District's tracking system
- Coursework completion and attendance of pathway participants provided by the partner IHE
- Enrollment numbers of Education & Training dual credit courses, and active students in the TAFE student organization
- Drop-out rate of students after enrolling in the Education & Training courses
- Graduation rate and STAAR testing scores of students enrolled in Education & Training courses
- Graduation rate and program completion of pathway participants provided by the partner IHE
- TEA-developed survey results

While collecting and assessing data, if an area is identified as not showing growth, the District and IHE leadership involved in the GYOG program will meet to allow for adjustment ideas to be discussed. The next step to make a modification, meet with a participant, or alter the Education and Training program, will be taken as soon as possible.

As Longview ISD has identified this program as one that needs to become a long-term pathway option for District professionals and students alike, the District will be continuously assessing the program through the lens of sustainability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Recruitment process: Longview ISD is committed to ensuring that the recruitment process is promoted across the entire District through multiple formats and for an ample length of time. More specifically, LISD will take a proactive approach to teacher recruitment that involves:

- 1) advertising the opportunity through email, staff meetings, informational fliers, and the District website
- 2) asking department heads, principals, and other staff in positions of leadership to refer teachers
- 3) inviting teachers who meet the qualifications of having a master's degree, have demonstrated positive student outcomes on state testing, have strong teacher-student relationships, participate in extracurricular activities, maintain excellent attendance, and are invested in the community as a whole

Selection process: LISD will employ a rigorous process to ensure the person(s) selected as the teacher of record will not only be highly-qualified, but committed as well. All teachers who are interested will be required to submit a completed application packet that will consist of a variety of elements, including:

- 1) a letter of recommendation from the candidate's current principal
- 2) a letter of recommendation from a colleague
- 3) a resume with teaching history, educational training and background, and any certifications held
- 4) the LISD Grow Your Own Program application (questions related to professional goals, why he/she is interested in the program, how his/her participation will benefit LISD and its students, etc.)
- 5) a copy of his/her most recent performance evaluation

A selection committee with representation from across the District will review all applications and select the top candidates. A rubric will be developed to assign a point value to each aspect of the application. Additionally, African American and Hispanic candidates will be given priority points to ensure diversity is achieved.

Support process: LISD will provide support to teachers through open and ongoing communication, providing regular opportunities for feedback, evaluation, and modification of processes. Examples of support include:

- 1) regularly scheduled meetings to discuss the IHE partnership, student recruitment, the quality of the Education and Training course curricula, and new course offerings
- 2) gathering feedback through teacher surveys to inquire about specific areas of need and support

Memorandum of Understanding (MOU): Each candidate will attend a program orientation prior to the TEA Teacher Institute (Summer 2019). One of the items addressed at the orientation will be the MOU between LISD and the candidate. The MOU components include a teacher commitment to:

- 1) participating in Education and Training course development and the Teacher's Institute (Summer 2019)
- 2) offering both the Instructional Practices and Practicum in Education courses by the end of year two, while ensuring they are implemented with fidelity and demonstrating research-based curriculum is integrated
- 3) maintaining a rating of proficient or higher while in the Education and Training teaching position
- 4) working for a minimum of three (3) years after the successful completion of the grant program
- 5) submitting two original master lessons per year with Education and Training curriculum to TEA for review and potential publication
- 6) marketing the Education and Training courses to students
- 7) supporting students taking the Education and Training courses to increase the likelihood of persistence
- 8) representing and promoting the field of education in a positive manner through speech and actions

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Recruitment process: Longview ISD is committed to ensuring that the recruitment process is promoted across the entire District through multiple formats and for an ample length of time. More specifically, LISD will take a proactive approach to teacher recruitment that involves:

- 1) advertising the opportunity through email, staff meetings, informational fliers, and the District website
- 2) asking principals and teachers to refer paraprofessionals (PP), instructional aides (IA), and long-term substitutes (LTS)
- 3) inviting PP, IA, and LTS who meet the qualifications of having started a bachelor's degree or just needing a teaching certificate, show evidence of performance, participate in extracurricular activities, maintain excellent attendance, and show commitment to degree and certification persistence
- 4) accentuating the need for Math, Science, Special Education, and Bilingual teachers

Selection process: LISD will employ a rigorous process to ensure the persons selected to participate in the GYOG program will not only be highly-qualified, but committed as well. All PP, IA, and LTS who are interested will be required to submit a completed application packet that will consist of a variety of elements, including:

- 1) a letter of recommendation from the candidate's current principal
- 2) a letter of recommendation from a colleague
- 3) a resume with professional history, educational training and background, and any certifications held
- 4) the LISD Grow Your Own Program application (questions related to professional goals, why he/she is interested in the program, how his/her participation will benefit LISD and its students, etc.)
- 5) a copy of his/her most recent performance evaluation

A selection committee with representation from across the District will review all applications and select the top candidates. A rubric will be developed to assign a point value to each aspect of the application. Additionally, priority points will be given to the following two areas to ensure diversity is achieved:

- 1) African American and Hispanic candidates
- 2) Math, Science, Special Education, and Bilingual specializations

Support process: LISD will provide support to candidates through open and ongoing communication, providing regular opportunities for feedback, evaluation, and modification of processes. Examples of support include:

- 1) regularly scheduled meetings to discuss the coursework, balance of program participation with work, and leadership opportunities to ensure involvement in school events and student extracurriculars
- 2) gathering feedback through surveys to inquire about specific areas of need and support

Memorandum of Understanding (MOU): Each candidate will attend a program orientation where the MOU between LISD and the candidate will be addressed. The MOU components include a teacher commitment to:

- 1) participating in the bachelor's degree continued degree coursework and/or the certification process
- 2) maintaining a high attendance rate and grade level throughout the coursework degree plan
- 3) working for a minimum of three years after the successful completion of the program as a full-time teacher of record
- 4) representing and promoting the field of education in a positive manner through speech and actions

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="2"/>	X \$11,000 =	<input type="text" value="22,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="2"/>	X \$9,000 =	<input type="text" value="18,000"/>
Total Request for Pathway 1			<input type="text" value="40,000"/>

PATHWAY TWO☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="8"/>	X \$11,000 =	<input type="text" value="88,000"/>
Request for Pathway 2			<input type="text" value="88,000"/>
Request for Pathway 1			<input type="text" value="40,000"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="128,000"/>

PATHWAY THREE☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipends for master's dual-credit teacher (\$10,000 x 2 candidates)	20,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Education and Training course implementation (consultant for establishing a high-quality program)	5,000
Tuition payment to IHE for Pathway 2 participants (\$10,000 x 8 candidates)	80,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Education and Training course implementation (supplies, materials, curricula, etc.)	7,000
Supplies and materials associated with recruitment, selection, and support of candidates/students	1,208
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel (lodging, transportation, and meals) for Teacher Institute in June 2019	3,000
CTSO (TAFE/FCCLA) costs associated with establishing membership and event participation	3,000
Candidate certification exam and test preparation costs (\$605 x 8 candidates)	4,840
<input type="text"/>	<input type="text"/>

Total Direct Costs 124,048

Should match amount of Total Request from page 8 of this application

Indirect Costs 3,952

TOTAL AMOUNT REQUESTED

128,000

Total Direct Costs plus Indirect Costs



November 1, 2018

Dr. Wilcox:

It has been a privilege to serve the students, families, and employees of Longview ISD through my capacity as a board member. I commend the efforts to implement new programming and pathways that allow for growth in significant and meaningful areas across the District.

As a District committed to leadership and innovation, the Grow Your Own Grant Program provides opportunities to build up leaders, strengthen partnerships, and forge new approaches that lend to the success and growth of our students. With that said, you have my full support of the program activities that your leadership team has put together for this grant.

Respectfully,

Virginia Northcutt

President, Board of Trustees

Longview Independent School District

MEMORANDUM OF UNDERSTANDING

between:

**LONGVIEW INDEPENDENT SCHOOL DISTRICT
and
STEPHEN F. AUSTIN STATE UNIVERSITY**

1. **Preamble.** This memorandum of understanding (MOU) is made and entered into effective immediately upon notification from the Texas Education Agency (TEA) of preliminary selection for the Grow Your Own Program, Cycle 2 grant award, and is between Longview Independent School District (LISD), and Stephen F. Austin State University (SFA).
2. **Purpose.** The development and implementation of Education and Training dual credit courses at the high school level is a critical aspect of elevating the perception of the teaching profession. The articulated partnership between LISD and SFA provides an avenue for LISD students to gain exposure to the various aspects of teaching early in their career search. The LISD and SFA collaboration serves to increase the quality of the teachers providing dual credit instruction, as well as function as an incentive for students to pursue education as a career.
3. **Duration.** This memorandum of understanding shall be in force and effect once LISD is notified of preliminary selection of the TEA Grow Your Own Program, Cycle 2 grant, and shall terminate in accordance with the grant timeline, currently May 31, 2021.
4. **Consideration and Covenants.** It is mutually agreed as follows:
 - 4.1 **LISD agrees to:**
 - A. Recruit and select at least one, but no more than four, highly-qualified teachers for the Education and Training courses at the two LISD high schools, while guaranteeing all program requirements are met (degree, certification, current employment, measurable evidence of student achievement, etc.);
 - B. Attend all TEA-required trainings and/or meetings;
 - C. Develop and secure a MOU from each teacher selected, and ensure the MOU specifies a length of time as a condition of receiving the stipend;
 - D. Coordinate with SFA to establish curricula that is evidence-based, provides rigor, and promotes project-based learning;
 - E. Create and implement a plan for targeted marketing, recruitment, and persistence of diverse student participants;
 - F. Gather, compile, and report data as outlined in the TEA Program Guidelines, as well as any other TEA fiscal or data requirements.
 - G. Work closely with SFA throughout the life of the grant to build a long and sustainable partnership that extends after the grant ends.

4.2 SFA agrees to:

- A. Provide feedback on the LISD curricula for dual credit courses;
- B. Offer LISD ideas on how to promote interest in the teaching profession;
- C. Assist LISD in gathering, compiling, and reporting data;
- D. Serve as a resource for LISD through consultation and review of master lesson plans;
- E. Work closely with LISD throughout the life of the grant to build a long and sustainable partnership that extends after the grant ends.

5. **Modification.** No changes to this memorandum of understanding shall be valid or binding upon either party unless such change or addition is in writing and agreed upon by both parties.

6. **Indemnify and Hold Harmless.** Each of the parties to this agreement shall indemnify the other parties to this agreement with respect to the activities completed to fully execute this agreement.

to the extent permitted by law, SW

LONGVIEW INDEPENDENT SCHOOL DISTRICT

STEPHEN F. AUSTIN STATE UNIVERSITY

By [Signature]
(Signature)

By [Signature]
(Signature)

J. E. Wilcox Superintendent
(Printed Name and Title)

Dr. Steve Westbrook Acting President
(Printed Name and Title)

11/12/18
(Date)

11-12-18
(Date)

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

As a result of the needs assessment process, Longview ISD (LISD) identified the need to develop a dual credit Education and Training program. If awarded funding through the Grow Your Own Grant program, District leadership is committed to ensuring grant funds are used to implement a strategic, comprehensive program aimed at elevating the perception of the teaching profession at the high school level.

Career development, counseling, and support opportunities: Currently LISD guidance counselors assist students in developing their graduation plans by the eighth grade. With House Bill 5, there are multiple pathways a student can select, including college and career preparation with endorsement pathways. LISD plans to expand on the career development and counseling systems currently in place and actively promote the Education and Training (E&T) program. LISD leadership will use a variety of methods to accomplish this goal, such as:

- ensure counselors have the appropriate materials to distribute and to explain about the E&T program
- educate counselors on the critical shortage of teachers, the importance of the E&T program, and how the program can address the critical shortage
- advertise to students the counselors' availability to meet and discuss any questions and/or concerns related to the program
- survey students to gain insight on their perception of teaching as a career; use the survey information to guide E&T informational sessions offered throughout the year

Other **support opportunities** include establishing a *Texas Association of Future Educators (TAFE)* or a *Family, Career, and Community Leaders of America (FCCLA)* chapter for students. The creation of an organization for students interested in a career in education provides an array of benefits, including: 1) meeting other students who are interested in the same career, 2) attending conferences and other events sponsored by the national organizations, and 3) being elected to an office and other leadership opportunities.

The teachers of record for the E&T courses will serve as the chapter sponsor and ensure that students participate in at least one competitive event each year.

Strategies to increase enrollment: LISD believes that creating strategies to increase student enrollment in E&T courses is an area where creativity should flourish, with the first year being the most critical one. The degree to which LISD can establish a program with high-quality instructors who utilize research-based

curricula while maintaining intrigue and excitement for the students, will determine the trajectory of its success.

The program's students will be the best resource for advertising to students and ensuring enrollment numbers climb each year. Each year, prior to when students enroll for the upcoming year, E&T students will provide testimonies during the E&T program promotional month. This month-long focus on the program will offer weekly activities that emphasize the importance and benefits of the teaching profession. Students will play a key role in advancing the E&T program among their peers.

Recruitment and selection of highly-qualified, field-experience classroom teachers: As previously mentioned in the application (Statutory/Program Requirements, Pathway One), teacher recruitment and selection will be a thorough process. LISD recognizes the process will be time consuming, but District leadership is unwavering in its commitment to ensure only **highly-qualified** teachers with **experience** will be selected.

Recruitment will encompass a District-wide effort and utilize multiple formats. Communication to advertise the opportunity will be conducted via email, informational meetings, campus staff meetings, distribution of fliers, and the LISD website. Additionally, LISD leadership will ask departmental heads and campus leaders to identify potential teachers for participation. At this time, there are 55 teachers who hold advanced degrees, which provides a solid pool of potential applicants.

To aid in the **selection process**, LISD will utilize **quantitative data** such as student achievement scores, years and type of experiences, evaluations, attendance, and letters of recommendations. Since the Grow Your Own Grant program places a strong emphasis on recruiting teachers whose diversity reflects that of the student demographics, LISD will do the same.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

The **profile of students LISD is targeting** for participation in the dual credit Education and Training program is students who are: 1) high-performing with graduation plans demonstrating intentions to pursue post-secondary education at an Institute of Higher Education, and/or 2) specifically interested in the area of education and/or teaching as a profession, and/or 3) able to meet the criteria for enrolling in dual credit courses, and 4) representative of LISD's student demographics (i.e. as future teachers at LISD, they would reflect the diversity of the student population).

LISD recognizes not all participants will meet all the profile criteria. Therefore, the District will exercise flexibility and discretion when enrolling students to ensure the students most likely to retain interest and complete the courses are selected. Likewise, LISD also realizes some situations will require other factors to be taken into consideration (i.e. extracurricular activities, volunteer work, recommendations from teachers, etc.). Ultimately, LISD seeks to guarantee the courses are full of students who will be successful.

With two new components involved in the program, the dual credit offering and the Education and Training course sequence, LISD believes these factors will generate an increased level of excitement. Longview ISD has already begun planning **how to recruit students**, and the staff who will be selected to teach the courses will also play an integral role in the process. Since part of the teacher selection criteria includes a strong teacher-student relationship, LISD will maximize this strength by asking teachers to identify students who fit the profile of students targeted for enrollment. Other means of recruitment will include:

- soliciting recommendations from teachers and staff
- coordinating with counselors to identify students indicating an interest in education
- campus-wide promotion through announcements, website postings, and distribution of informational fliers at high school campuses
- student self-referrals

To some degree, the recruitment plan and the **marketing plan** will overlap and can occur simultaneously. With that said, the marketing plan will expand beyond recruiting to ensure **students' interest and persistence** is maintained. LISD will have special events throughout the year to highlight the teaching profession. Examples include:

- A month each year focused on education careers and the teaching profession to provide insight and information to students outside of the program
- Testimonials from teachers, particularly teachers who are former LISD students, to share insights and some of the positive aspects of the teaching profession
- An information resource center for students to gather informative pamphlets, college applications, and a checkout system for relevant books related to careers in education

LISD leadership is committed to growing their own teachers at the highest level. Campus leadership and staff also understand the importance of **keeping students motivated** so they can **persist in all the**

Education and Training courses. Understanding that different students are motivated by different things, LISD is committed to developing and implementing a plan that provides an array of inspiring activities. Some of the activities will include, but are not limited to:

- Guest speakers – to provide motivational presentations to students
- Field trips – to allow students to visit a college campus and speak with IHE representatives about post-secondary education requirements
- Job shadowing – to provide opportunities for students to shadow someone currently in the teaching profession and begin to understand personal preferences for subject area, age/grade-level, etc.

LISD's plan to recruit, select, motivate, and market the plan to is all-inclusive, addressing every facet of a successful program. This comprehensive plan combined with LISD's pledge to enforce the continuous improvement process provides the District with the tools needed to achieve their goals.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Longview ISD will be partnering with Stephen F. Austin University (SFA) to provide dual credit Education and Training (E&T) courses at both District high schools. As LISD already works alongside SFA, this arrangement will mutually strengthen and broaden the existing partnership. Because new E&T programs will be implemented on both LISD high school campuses, the development of this dual credit partnership will be efficient and geared towards long-term development.

The newly established dual credit Education and Training courses will contribute to the process of graduating high school on a streamlined pathway to finish coursework at SFA and complete a degree – the partnership between SFA and LISD will allow for those students to then return to LISD with a teaching offer (pending attendance records, coursework grades, positive recommendation from dual credit teacher of record and SFA). This pathway encourages students to commit to a pathway with an end goal beyond a high school diploma, as well as motivates students to stay in Longview and use their education and experience to serve Longview ISD.

The timeline to develop the dual credit partnership by the 2019-2020 between LISD and SFA will be as follows:

Fall 2018

- LISD establishes expanded partnership with SFA to provide dual credit courses for LISD high school campuses
- LISD and SFA create and agree on an MOU that mutually benefits both entities
- LISD and SFA begin conversations to plan potential dual credit partnership pending Grow Your Own Grant program funding

Spring 2019 – Fall 2019

- Grant funding is awarded allowing partnership to transform from idea to reality
- Determine course eligibility and credit transfer allowance for students that take and complete course schedule
- Finalize coursework schedule with a completion timeline that corresponds with the grant required timeframe
- Work with SFA to establish and outline the logistics for students who enroll in and successfully complete the dual credit Education and Training courses, to be offered a position within LISD following graduation
- Launch Education and Training Courses at both LISD high school campuses starting in the Fall of the 2018-2019 academic year

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Longview ISD is committed to providing all participants of Pathway 2 with resources, support, and ongoing leadership opportunities. This commitment begins with the a high-quality EPP that will best educate and prepare each participant to become a LISD full-time classroom teacher. Working alongside the EPP, Longview ISD will be able to coordinate all experiences to encourage persistence and ensure sustainability.

1a. Participants will be enrolled in any pertinent coursework to complete a bachelor's degree within the allotted grant timeframe, and pending length of program, will then be enrolled in the EPP to be issued a standard or probationary teacher certification.

OR

1b. Participants will be enrolled in the EPP to be issued a standard or probationary teacher certification.

2. Participants will be given the opportunity to shadow high-quality teachers (identified by campus principals) and lead classroom lessons/activities under the observation of teacher and/or campus leadership.

3. Participants will be able to help plan, coordinate, and attend after-hours student and family engagement events. This will also contribute to making up day-time hours to allow for more flexibility in the participant's schedule.

4. Participants will be allowed to observe grade-level and subject area teacher meetings, as well as be given the opportunity to review and create lesson plans.

5. Participants will be a part of the cohort of fellow Pathway 2 participants, and will meet bi-weekly to discuss progress, share experiences, and dialogue about questions or observations stirred throughout the program.

6. Participants will be given the opportunity to have job-embedded training at all school levels to create diversity and a broad range of experience by the completion of their certification/degree plan.

7. Participants will receive quarterly performance feedback from campus and/or District leadership, with the space for participants to mutually to ask questions, discuss problem areas, and make program suggestions.

As the GYOG program is a new pathway experience for both District leadership and participants, Longview ISD will prioritize open-communication, flexibility, and the continuous casting of a vision for opportunity and growth to become the District-wide culture for students, paraprofessionals, and teachers alike.